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ABSTRACT

This document contains action paper reports from an international youth assembly that was held to enable young people from around the world to discuss a variety of social and economic issues and develop a common vision and plan of action. The report by the Committee on Youth Employment and Education examines the current state of education, its impact on employment, vocational education, and needed support systems. The report by the Committee on Water and Life discusses strategies for increasing awareness of the need to protect water resources and possible policy solutions to critical environmental problems. The report by the Committee on Peace and Justice considers the following topics: the need for formal and informal peace education; potential peace education programs; and possible roles for teachers and the media in peace education. The report by the Committee on Health and Social Development explores possible strategies for preventing and controlling HIV/AIDS, drug abuse, and juveniie delinquency. The report by the Committee on Sustainable Development examines critical issues (economic, environmental, human rights, technology and education) that must be addressed in order to achieve sustainable development. The report by the Committee on Cultural Diversity and Tolerance discusses the impact of globalization on cultural diversity and tolerance. The results of a conference nationality and country of residence survey are included. (MN)

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Youth

THE VOICE OF THIMUN YOUTH

ACTION PAPERS OF THE FIRST ANNUAL SESSION

21 January - 26 January 2001

Nederlands Congrescentrum & Deutsche Schule Den Haag

The Hague, The Netherlands

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The Voice of THIMUN Youth

Action Papers from the
First Annual Session
THIMUN *Youth Assembly*
21 January - 26 January 2001

THIMUN
Youth Assembly
The Hague International Model United Nations

Editors' Note:
The opinions expressed in this book are those of the participants in this year's session and do not necessarily reflect the opinion of the THIMUN Foundation.
Since the participants come from a variety of linguistic backgrounds, we have not attempted to achieve consistency in orthography. Both American and British standard spelling has been accepted.

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The Voice of THIMUN Youth
Action Papers from the
First Annual Session THIMUN *Youth Assembly* 2001

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CONTENTS

Foreword by the President of the Youth Assembly 2001
Foreword by the Chairman of the THIMUN Board of Directors
Committee on Youth Employment and Education 1
Committee on Water and Life 9
Committee on Peace and Justice 19
Committee on Health and Social Development of Youth 27
Committee on Sustainable Development 43
Committee on Globalisation 53
Committee on Cultural Diversity and Tolerance 61
Nationality and Country of Residence Survey 69

THIMUN *YOUTH ASSEMBLY* HISTORY

The participation of THIMUN Youth in the Hague Appeal for Peace conference in 1999 and in the Second World Water Forum in 2000 has made clear to us that the world is ready to listen to the voice of informed young people. But what is this voice? In each of the two conferences mentioned, the THIMUN "voice of global youth" team have had to sit together and discuss the issues in order to develop a common vision and plan of action. The only basis they have had to go on is the Action Paper developed at the preceding THIMUN Special Conference.

Until the XXXII Session, THIMUN Action Papers were produced by sub-committees of all the major forums at THIMUN under the guidance of an appointed Coordinator and Assistant Coordinator. Whereas the Coordinators were able to prepare themselves on the topic in advance, the members of the Action Paper committee were chosen ad hoc at the conference.

The THIMUN *Youth Assembly* has been created in order to provide THIMUN Youth with vision and action plans on a variety of issues, which will form the basis for the continued participation of youth in other important international conferences. The first annual session of the THIMUN *Youth Assembly* was held from 21-26 January 2001 in the Netherlands Congress Centre and in the Deutsche Schule Den Haag.

THIMUN *YOUTH ASSEMBLY* 2001

President:	Florian Theissen
Deputy President:	Irja Kivimäki
Conference Manager:	Ann-Katrin Luhmann

FOREWORD BY THE PRESIDENT OF THE YOUTH ASSEMBLY

Here it is: the first Reports Book of the THIMUN Youth Assembly, the very first of many offspring to come. It contains those wonderful Action Papers worked on by the participants of the first THIMUN Youth Assembly during THIMUN 2001.

I am deeply convinced that through the establishment of the Youth Assembly another brilliant chapter in the THIMUN legacy has opened. For more than thirty years now this simulation of the United Nations by high school students has played its part in educating young people in the art of political debate, creative but rational brain-storming, and comprehension of international political affairs; as it will continue to do in the future. A few years ago, having become an NGO associated with the United Nations and seeing the great potential of highly motivated and professional young people, THIMUN set itself a new task to raise the voice of the global youth in a loud and clear way at international NGO conferences. Aware that the knowledge and skills which the participants had acquired through the simulation would make them equal partners with members of other NGOs, THIMUN delegations were sent to the Hague Appeal for Peace and the World Water Forum. But if the future of THIMUN was to be in youth representation and activism there needed to a consistent and obvious policy, incorporating the visions of global youth. Therefore, the Youth Assembly was established, a new institution that would create and formulate the opinions of young people on problems and issues in international politics.

The Youth Assembly is not only a great opportunity for youth representation due to the professional and established structure of THIMUN as an organization and the enthusiasm and skills of the THIMUN participants. It is also an opportunity for university students to come back to The Hague once a year after having graduated from high school to discuss pressing topics of global importance in an international and multicultural atmosphere.

The Action Papers in this Reports Book form the foundation for the future success story of the THIMUN Youth Assembly. The participants did an excellent job, in overcoming potential difficulties, in articulating the problems and in creating possible solutions on the various topics. They invested all their knowledge and energy for the duration of the week and created a good basis from which to take off next year.

I wish to take the opportunity to thank all the participants for their work. It was extremely pleasant to work with you and I fully intend to come next year to the second annual THIMUN Youth Assembly.

Florian Theissen
President
THIMUN Youth Assembly 2001

FOREWORD BY THE CHAIRMAN OF THE BOARD OF DIRECTORS

THIMUN has come a really long way since January 1998, when Gillian Martin Sorensen, United Nations Assistant Secretary-General, addressing the General Assembly at the 30th Anniversary Session, inspired and encouraged the delegates with the following words:

> *"because you in this room are blessed with intelligence, and education, and youth, and energy, and idealism and vision, you have, more than most, both the obligation and the opportunity to do more. You have the opportunity to work through politics and through education to bring others along: (...) to mobilize your classmates, and your colleagues, and your families, as part of this great peaceful army to achieve the goals of the United Nations. This is the challenge of the 21st century."*

THIMUN has taken up this challenge.

The THIMUN Annual Conference has existed for over three decades, developing and growing until it has become an institution demanding the respect of diplomats, statesmen and the leaders of civil society, ultimately becoming an authentic voice of international youth.

We have now made further progress through the creation of the THIMUN Youth Assembly.

In 1999, a THIMUN youth delegation of 50 young people, representing 15 different nationalities, took an active role in the Hague Appeal for Peace conference. In the year 2000, a THIMUN youth delegation helped to coordinate and produce Vision and Action plans at the World Water Forum and Ministerial Conference. This year, THIMUN, as an accredited NGO, will be sending a youth delegation to South Africa to attend the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance and, in 2002, THIMUN Youth will be involved in the Youth Employment Summit.

The Action Papers produced by the first THIMUN Youth Assembly, in which the participants from many nations focussed on: Education and Employment, on Water for Life, on Peace and Justice, on Health and Social Development of Youth, on Sustainable Development, on Globalisation, and on Cultural Diversity and Tolerance, will lay the foundations for the policy and practice of future THIMUN youth delegations.

As the United Nations pleads for greater commitment and cooperation, not only from member states but also from non-governmental organisations and civil society in general, THIMUN is playing its part by stimulating and educating the youth of the world to take on the burdens of leadership.

I warmly congratulate the participants at the first THIMUN Youth Assembly for the depth of their commitment and for the quality of the Action Papers, which I sincerely hope will be read and taken seriously, not only by future THIMUN youth delegations, but by politicians and diplomats, so that the opportunity THIMUN has given to young people to make a difference, to change the world for the better will not be wasted.

David L. Williams
Chairman
Board of Directors

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ACTION PAPER

1. INTRODUCTION

We, the participants of the first Annual Session of the THIMUN Youth Assembly from the Committee of Education and Youth Employment, through our action paper propose to investigate the relationship between education and employment, as it relates to all communities. Our views represent the possible reality of the future.

A generation gap has evolved in our society over the years. In present education systems, outdated traditions and values promote age segregation, misconception of authority and miscommunication. Bridging gaps between various segments of society would catalyse hope and spark motivation. Collaborative ventures through education will thus support an expandable and accommodating value system.

Through the combined efforts of government, society and private enterprise, Tri-Sector Partnerships can be established which will strengthen our efforts to improve our lives as young people world-wide.

With adaptations of values and traditions, with cultivation of hope and motivation, and with the collaborative efforts of support systems, the education and employment of youth has promise for the future.

2. THE STATE OF EDUCATION TODAY AND ITS IMPACT ON EMPLOYMENT

The education systems currently in place in most schools around the world have been in place for most of the last century. They are tailored to meet different needs - often needs that exist today but in another form. At times their significance and impact in today's world is minimal, and we, the youth, as recipients of this education find ourselves lost once having graduated from the various institutions where we learn. The world we live in today requires skills, knowledge and their application that did not exist a few years ago. Hence, it is imperative that the systems of education, methods of teaching and methods of learning are adapted to meet the required standard. One of the biggest impacts of the old system of education on today's youth is that it produces graduates that are incongruous with the reality of sustainable employment. Although it

gives the same basic learning and skills and prepares the students for more than they would otherwise expect, the student enters the world somewhat disoriented and with the need to (re)learn certain skills to be deemed employable. Examples of education systems that are not in line with the needs of the present are those in former colonial nations in which the education given to the masses was designed to service the administration of the public service industry or generally to equip low level employment. This education therefore creates employees and not employment creators or creative thinkers. Upon graduation the thrust is to seek jobs and not to fully pursue the dreams and aspirations of youth.

We wish to outline several problems caused by these outdated educational systems, some of which lead to a lack of motivation on the part of the teacher and the student. The rigid structure of most curricula normally allows little deviation from the set work format where both teachers and students have very little room to take new initiatives in their work. Action that can be taken to improve this situation can be in some or all of the following:

:: Revising the current amount and methods of communication between the teacher and the student, with the goal of achieving a more active student role in the classroom. Today's youth communicates and receives ideas differently compared to previous generations. Practical ways in which this can be achieved include placing an emphasis on increasing the interaction between teachers and their students.

:: In some countries and cultures, the problem lies with the inability of most teachers to exercise their authority and maintain a workable level of control over their students. The focus needs to be on building their capacity and leadership qualities to contribute effectively to their classes.

:: Another positive development would be to break the tradition of teaching along "one line of thought" and to undertake the responsibility of teaching with a vision that allows space for creative solutions and critical thinking.

:: Efforts must be taken to integrate and use new technologies where possible and to promote the understanding of these new tools by the teachers.

- Reforming and updating education is not the responsibility of schools, teachers or the government alone. The impact of education is felt broadly across society. Educators and governments need to focus their energies on developing partnerships with the private sector to tackle the challenges of education in unison.

- It is also necessary to implement a system of checks and balances to ensure that the method of teaching and the content of the education systems are in touch with the current state of the world, its realities and its needs. This needs to be done while keeping in mind a strategic view of education and ensuring that changes implemented do not affect the sustainability of schooling in a negative manner.

3. THE CHALLENGE OF LINKING EDUCATION TO EMPLOYMENT

In the past years many changes have been made. These changes relate to politics, economics, ecology and society at large. In our opinion, the problem of unemployment begins when a young person has to choose further education such as university. In many cases, the primary focus is placed on realistic career choices rather than creating a preferred job situation. Traditions in families are still very important. That is why at times there is a desire to excel in the same profession as previous generations. Some professions are very prestigious and because of this a lot of young people want to study in certain faculties. The majority tries to find profitable and fashionable educational establishments resulting in unbalanced clusters. That is why students who become qualified specialists in the major clusters end up unemployed. In the future it will be necessary to analyse the balance between higher educational establishments and the labour market to make progressive planning, so that the admission of students to different specialised employment sectors meets the needs of society as well as their personal goals.

Most employers do not want to employ inexperienced young people. Having a theoretical foundation in a trade does not increase the employability of young people. It must, however, be accepted that, where jobs are scarce, the chances of receiving experience before employment are limited. We feel that part of the solution to the problem can be derived from creating in partnership with employers in different trades places of employment which accept young interns. During this form of study, the student will spend time studying the theoretical aspects of his/her vocation simultaneously benefiting from directly applying that knowledge under the guidance of a qualified professional or specialist.

4. VOCATIONAL TRAINING

There is a great need to provide meaningful training to help us, as young people, to develop our talents and to develop an ability to apply our learning in practical terms. In some cases, the curricula may need adaptation, updating or further development to help foster a learning environment which develops creativity, communication and interpersonal skills. However, note must be taken of the importance of basing these new ideals on our cultural values, as this can complement a meaningful education.

There is also a need to develop a working partnership between the private sector and educational institutions, as the private sector absorbs the product of these institutions. This partnership must ensure that structures and policy are in place which promote universal primary and secondary education.

5. LACK OF SUPPORT SYSTEMS

In addition to adequate education, certain elements are needed to make employment creation and the availability of sustainable employment a possibility. These elements should not be separated, but rather connected from the beginning. The provision of facilities such as access to technology and credit, counselling and mentoring, office space, and preparation for real work experiences are a necessity. These measures, we hope, can promote the realities of sustainable employment for young people. We feel that the lack of these support systems is partially due to the lack of collaboration between the three main sectors of society: the government, the private sector (business), and civil society. Our feeling is that to address this problem, partnerships must be built and gaps bridged between the various stakeholders. The partnerships must engage in a long-term consultative process with the purpose of:

1. developing policies from a combined standpoint;
2. furthering the understanding between the various efforts and initiatives;
3. developing conditions which promote youth employment;
4. mobilising resources to meet these challenges.

The government, which in its position as a governing body is responsible for the welfare of all citizens, should head this consultative process. The government must bear the responsibility for ensuring that this process is launched and continued. It should be accountable in the event that this does not take place. However, it is not necessary for the government to take the complete leadership position.

The partnership between governments, the private sector and civil society organisations is paramount as these three sectors are the largest employers in most economies and together have the biggest social impact on our lives. The tasks of these partnerships include consultation on relevant issues, designing and implementing sustainable development policies and including the views of the people in matters of government and in areas directly affecting their lives. The partnerships should be known as Tri-Sector Partnerships and must be emphasised at national, state and local government level, but also in the spheres of small communities. Tri-Sector Partnerships have existed and have been successful in some form for quite some time but we feel that now is the time for all these parties to openly accept the responsibility of addressing the problems and challenges of society from a united standpoint.

In partnership, the government, private sector and civil society can be instrumental in drawing up solutions to address the following:

5.a. Access to Resources

It seems to us that young people are very often inadequately informed about the ways to seek employment. Magazines and newspapers are formerly ways in which students have found jobs. But we live in the twenty-first century and in an information society where global sources of information, such as the World Wide Web are available. Access promotes increased possibilities. We live in a world with an abundance of known opportunities and pieces of information that have not been taken advantage of. The challenge is to increase the access to these opportunities and to build channels which best help young people organise that information. A critical eye needs to be used in looking at the needs of society, the job market and the economy in order to redirect the human capital that is a result of the education system. Again, this calls for the pro-active planning that can be engineered by the Tri-Sector Partnerships.

5.b. Rural-Urban Divide

Different challenges face the youth in their surroundings and more specifically these differences are visible in the lives of youth in rural and urban settlements. The quality and standard of education they receive is often the same, yet the use they make of it differs greatly. A need exists for the problems of both rural and urban areas to be addressed by the Tri-Sector Partnerships, in collaboration and consultation with the youth.

5.c. Corruption

Great potential exists in this world to meet the needs and challenges of our generation. The resources - financial, natural or otherwise - are there to assist in effectively solving our problems. The obstacles that hinder our sustainable development and throw a shadow over our bright futures arise from the mismanagement of these resources. We want to underline that our efforts are worth nothing if we do not make a genuine effort and take a positive stand against corruption. As youth we need to devote ourselves to the elimination of corruption in all public and private institutions as a measure to support our efforts, ideas and visions. We have proposed that our challenges be met through engaging in partnership and yet it must be clarified and highlighted that no one sector of society is immune to malpractice and the mismanagement of resources. Such behaviour is not unique to those serving in positions of government alone. Hence we appeal for transparency, honesty and accountability from our leadership and ask that swift action be taken to bring into line those stifling our efforts through corrupt practices.

We stress that our future is in jeopardy if our efforts have to co-exist with the illnesses of corruption.

6. CONCLUDING STATEMENT

Our hope is that through some of the suggestions, recommendations and guidelines provided by this action paper, young people, together with policy makers in our society, may be able to play an active role in the redirection of education. We feel that education is both the foundation and the governing factor in the value and state of employment in our world. Our attention should be drawn to devising education models and practices which work, which teach sustainability and are in line with 21st century needs. Our vision is that of making the education process a living process which focuses on producing results and on students who have utility and not just grades. The power of education lies in its strength as a foundation for sustainable employment creation, social and economic equity, ecological integrity, and a culture of peace and non-violence, all of which are closely interrelated. Together, our aspiration is to be young people partaking in a system of education aimed at supporting employment creators and entrepreneurs and not only employees. In our quest for sustainable livelihoods, education and the assurance of meaningful employment are our strongest weapons against poverty.

In order to contribute to a sustainable global community, the nations of the world must renew their commitment to youth education and employment, working together with the young people and supporting the implementation of their suggestions and ideas.

Flowing from this conviction, we strongly believe that the fulfilling of the imperative need to build the future with a priority for universal education and employment lies in the hands of all.

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ACTION PAPER

1. Introduction

The involvement of youth as a stakeholder in water affairs started in March 1999 when the THIMUN Foundation was asked to involve itself with the organisation of the Statement of Youth at the Second World Water Forum (WWF), which took place in March 2000. For this purpose the Special Conference of the THIMUN conference in January 2000 was dedicated to Water and Life. An Action Paper was written during that conference, focusing on the opinion of youth concerning water related topics, which was meant to be a draft version to be used in the creation of the Youth Vision and Action Plan for the WWF. In this Action Paper, various young people expressed their concern over water-related issues and strove to clearly define the problem in the eyes of the youth. The document was presented during the closing ceremonies of the Special Conference on Water and Life and also during the THIMUN 2000 closing ceremonies.

Keeping this draft document in mind, the THIMUN Foundation, together with the WWF youth department, prepared a schedule of discussion for the WWF conference. During the first weekend of this conference, these efforts ended in the creation of the Youth Vision and the Youth Action Plan. During the rest of the conference ten participants were considered the ambassadors of youth and they have advocated the opinion of youth in the various WWF conferences.

The current action paper is yet another step in this process. This document will focus on the actions that should be taken to start solving the water crisis. Also, this paper will offer an alternate view of how to exactly define the water related problems we face. An exact definition of the issue is not presented in this paper, for this is already included in the previous documents, to which we hereby refer. The Action Paper on Water and Life is published in the THIMUN 2000 Reports Book and the Declaration of Youth can be found in the WWF Reports Book.

In these statements the core water-related issues were defined as the unequal and inadequate water distribution world-wide, fresh water availability for all, the management of available water resources, and pollution and overuse which tax ecosystems, thereby worsening the situation.

Water is a finite resource which is essential to life, yet the human race is slowly wasting and contaminating its sources of water. The water we have now is the water we will have in the

future, and we need to protect it. As tomorrow is the future we need to take action today. We need the international community to understand that there is a problem so that we can promote a solution. Our water vision will never be achieved without changing the attitudes of society. Such a change is gradual, and must be an intergenerational process. Spreading awareness about the water issue is the first step in achieving our goals, and making water available to future generations.

The only way to assure a long-term solution to the water problem is getting the international community involved. Water is a global resource and it should not be managed without global consideration. The international community needs to recognise the problems with water, and our best hope for a solution lies in changing the way in which people perceive water.

2. Spreading Awareness

2.a. Education

Education and school systems are one of our most promising resources to begin this change. Young children are the most receptive to new ideas, and they are the future. Primary school education should be the foundation of a solution for the water problem. What we learn at an early age will be imprinted upon the canvas of our mind stronger than what is taught at a later age. Children are more open and susceptible to change because they are not attached to their way of life. We therefore believe that one of the most important aspects of preventing the further escalation of the water problems already plaguing our world is through education. Education to change society is a slow process, the results will not be tangible immediately, but the program will bear the greatest rewards upon success. A curriculum based on promoting an appreciation for water, expressing the necessity of saving water, and emphasising the necessity of working together on a global scale to help each other will have the best result. Once people's attitudes are changed on the water issues it will be reflected in their actions.

From our own experience we have come to the conclusion that the education in schools on environmental issues needs to be more practical and reality-based. The governments of the world need to make the principal concepts of environmental protection part of the curriculum in the first years of school. Just like we learn that you shouldn't just go with

strangers or what is morally right and wrong, we should learn not to turn on the water ten minutes before we get into the shower, or to leave the water running while brushing our teeth. The education should be centralised around daily life in the community and be used in conjunction with society to spread awareness. Learning to turn the water off when brushing our teeth should be as basic as not accepting candy from strangers. It is necessary for this program to be continued throughout a student's education until he/she has a comprehensive understanding of the water crisis around him/her. Furthermore, we deem it necessary that youth from various countries come together to share their experiences and discuss solutions for the water crisis. Students from developing countries who would like the opportunity to share their point of view should be subsidised by either a youth organisation such as THIMUN, or the educational system that will benefit from their insight. The students who have experienced water scarcity can bring to life the issues to those who have not experienced it.

2.b. Eco-tourism

Eco-tourism is fairly young, yet we believe that eco-tourism can spread the awareness that we are looking for. It should be the most significant kind of tourism of the new millennium. Eco-tourism is a kind of tourism where the main idea is being in nature and learning about nature. It does not necessarily mean that eco-tourism should involve rigorous activities such as hiking, camping and rafting. Unlike what most people think, being on an eco-tour is more relaxing than tiring. It is important that eco-tourism is advertised in the right way, attracting people from various ages and backgrounds. Eco-tourism is the most efficient way to raise public awareness on water. Eco-tours should always be a learning experience for the people attending. By learning more about how important water is for the ecosystems and witnessing the whole eco-system dynamics, people will change their attitude and the way they treat water back home. It might even inspire some people to get involved in further programs or to donate money to certain organisations. Besides raising public awareness, eco-tourism would bring a significant amount of income to the developing countries from the developed countries. Since most of the time developed countries are industrialised, their citizens prefer to have holidays in pristine areas. Likewise, most of the time developing countries which are not industrialised are the ones to offer these pristine areas. Developing countries could then use the income from eco-tourism to sustain the involved water ecosystems.

2.c. Youth involvement

In order to solve the water problem, it is necessary to encourage and support youth involvement. This is our problem, as we are the ones who will be affected by it the most. Our cooperation in the effort is vital to eradicate future problems that will negatively affect our generation and generations to come. In order for youth to be interested and concerned about the problems, programs which involve the youth need to be established. These programs need to be youth-driven. In some cases, it may be more effective for these programs to be supervised by youth, for youth. Youth relate well to their peers and peer support will motivate them into committing themselves to change. Youth need to understand the problem and at the same time they should learn what they could do to help.

We are hopeful that one day a comprehensive youth program will be set up. This youth program should consist of representatives from around the world, as this will make the international perspective greater. We envisage a program or perhaps a committee which will be responsible for setting up local chapters in different regions. This program will lead the others in their actions. Together, our unified actions will make a difference. In order to help initiate the process of setting up this program, it would be useful to have a coordinator for the project. We realise that the majority of youth associated with the water issues and the World Water Forum are students who have previously participated in Model United Nations conferences. It is now our job to seek out new young people with new views on the problem, especially those who live in areas that are short on water or do not have access to clean water. Young people who get clean water whenever they turn on the tap tend not to understand the complexity of the water crisis.

The program could also be responsible for connecting youth from developing countries with youth from developed countries. These young people would be able to learn from each other. This experience, although it is not as convincing as a first hand experience, will help clarify the problem for those who do not understand. A short-term solution that we can use to help would be to reach out to others who are unaware. Not only should we reach out to other young people, but also to adults. The project in the end will help spread awareness of the water problem while at the same time promoting solutions.

2.d. International cooperation

Environmental issues are issues that need to be tackled on a global level; therefore we, the youth, need to promote international cooperation. Although it is extremely important to have regional programs that will tackle the regional problems, an overwhelming majority of problems are so interrelated that they cannot be treated separately. International cooperation is a very important aspect of the water problem. It is our duty to help in any means. The object of the developing countries should be to build up their industries in an environmentally healthy way and to put the environment at the top of their agendas. While fostering eco-friendly industry governments cannot allow other companies to wreck the ecosystem. By prohibiting companies from using techniques that have a negative effect on the environment the governments are ensuring our future. The youth should take initiative in this sense by taking advantage of the power they do have. We need to build momentum behind these movements to show our governments that we believe in this international cooperation. We need to show them what it is that we believe they should be doing. As the youth of the "information age" we should try to take advantage of the new technologies and to exchange information and experiences in dealing with our governments and the ways we have found to raise awareness in our local communities via the Internet.

3. Another Way of Looking at the Problem

We, as humans, centre on getting water to humans rather than actually addressing the humanitarian, ecological and social impact which water scarcity and water transport both create and solve. Although it is true that we have serious water management problems, our problems with managing humans are more severe. Water redistribution is not an answer; it is a temporary patch for a more fundamental problem. Water scarcity is only one part of the problem; the geographical distribution of people is an equally important issue. As people migrate to areas that have never had a sufficient amount of water the problem only grows worse with water transport. Our approach should deal with solutions for both the short term and the long term. The water situation now calls for not only re-distribution of water, but also, in the long term, for population management.

Scientific data shows that an ecosystem can support only a certain amount of life. There is a regional limit for a maximum population size. Therefore the resources present in the area cannot sustain a human population over this limit. Human intelligence might give an advantage for the

Homo sapiens to become the dominant species in that area. However, having a dominant species and decreasing the diversity lowers the productivity of the ecosystem and causes further problems in the long term. Water is one of the most important restrictions. Providing these areas with an unnatural amount of water that is brought to the area just for humans will disturb the balance of the regional ecosystem and might even cause climate change since water plays an important role in our ecosystem.

If the problem is viewed on a global scale, the same problem emerges. Our planet, the biosphere, is one huge ecosystem. According to the previous research, it is predicted that by the year 2025 the human population will reach 9 billion. The truth is that we simply do not have enough resources to support such a human population. The only solution is serious population control starting now. It is not ethical to leave a part of the human population to their own means; however, by managing our water resources in such an inefficient way as now, by leaving tap water running, by not caring about the problem, by not providing people in these areas with education about managing resources and about birth control, we are already leaving them to their means. The solution is not mechanically carrying water around because the problem is not mechanical. The solution starts in our minds, in the way we view the problem and in the attitude and care we have towards water management.

4. Solutions

4.a. Tax

We believe that water should not run freely out of taps. Instead we ask the governments of the world to put a tax on tap water. The revenue from this tax would be used to support the previously mentioned education and to spread awareness amongst people who customarily did not appreciate water. The proposed tax should be graduated and based on water needs. It would only be imposed in case people use an excess amount of water, outreaching their water needs.

It is alarming that in some areas the poor pay 10 to 20 times more for their water. This is due to the fact that many of the rich neighbourhoods have public water systems established whereas the poor do not. Therefore the poor are unable to benefit from the public water systems. The poor then resort to buying water from local vendors at 4 to sometimes as

high as 100 times the price that the rich pay for subsidised water in pipes. The vendors who sell this water sometimes do not keep the water clean and the water quality is questionable. By drinking this water the buyers are attacked by waterborne diseases.

4.b. Combating pollution

Water pollution destroys our already limited water resources. There are many ways in which water pollution takes place, which makes solutions complex. When dealing with this pollution it is necessary to look at the broader picture. If the environment is clean, the water will most likely be clean as well and vice versa. The effects of water pollution are far-reaching. It affects biological diversity, spreads water-borne diseases, and causes deforestation.

Scientists have been working on solutions to eliminate the current water problems and to prevent any further damage done by water pollution. The solutions they propose, however, are neither cost-effective nor are they easy to implement without creating social and monetary problems within countries. We, the youth, believe that we can help to prevent a further escalation of the problem by tackling the issue on a local level in our everyday lives. What we can do is to do little things which will have a big impact. For example, we could boycott products which contain polluting chemicals, recycle our waste products, or simply walk to the shop instead of taking the car. We need to be more responsible about the way we act with water-polluting substances. We would like to urge more campaigns which raise awareness about the consequences of polluted water and how to prevent this in everyday life.

5. Conclusion

We, the THIMUN Youth Assembly, wish to move from vision to action: we solemnly pledge to do everything within our power to implement the ideals and principles which we have expressed in this document. We strongly believe that it is of the utmost importance for the world's population to realise that without water there is no life. Therefore, measures should be taken quickly before it is too late to ensure the security of our future. Together we shali unite and push for awareness of the problem and for improvement in water management. The education of youth concerning water usage and pollution should be compulsory. We should strive for the

creation of youth programs to organise the youth initiative and to transform our attitudes towards water consumption. We should support the promotion of international cooperation dealing with water before our views are affected by politics, economics, and social priorities. We feel that the reduction of water prices for the poor and the implementation of a program which implies a graduated tax on excessive water use will improve public fresh water accessibility. Finally we believe that water should be available for everyone regardless of economic status, age, race or religion.

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ACTION PAPER

1. Introduction

We, the delegates of the Peace and Justice Committee of the The Hague International Model United Nations (THIMUN) 2001 Youth Assembly, have gathered in The Hague to create an action paper based on the Hague Appeal for Peace (HAP) *Hague Agenda for Peace and Justice for the 21st Century* (UN document A|54|98). We feel that the Agenda provides a strong foundation for ensuring peace and justice throughout the world. We are taking this opportunity to build upon the ideas and proposals set forth within the Agenda, in order to ensure its successful implementation. The action proposed in this paper is aimed at increasing general awareness of the subjects mentioned above within international organisations and throughout the population.

In this paper we focus on issues that we feel are crucial to bringing about peace and justice. The HAP Agenda clearly includes many issues of global importance. Out of this range, our committee selected a number of articles which we are particularly concerned about. These vary from the lingering neo-colonialism in the Global South (Article 4), supporting the establishment of the International Criminal Court (Article 12), ending violence against women in a time of armed conflict (Article 18) to disarmament on a macro and micro level (Article 44 and 45). However, for the Action Paper, we decided to focus on the implementation of a peace education system, as we view it as the basis for achieving all other goals outlined in the Agenda. In our eyes peace education is the first step in shaping the next generation, which will inherit the ongoing process of maintaining peace and justice.

In our discussions we proceeded to take a close look at all the issues outlined in the Agenda. Although our main focus was not initially on education, we found common ground on the general value of education in all arenas. We believe that an education gives people options. Why not give people the option of peace? We have faith that if people are offered an alternative to violent conflicts and injustice they will choose the peaceful path.

Another reason why we were drawn to make proposals concerning a peace education initiative was the fact that it is very prevention-oriented. Peace education deals directly with the root causes of war as outlined in the first thematic strand of the Hague Agenda. We believe that to effectively tackle the problem of violent conflict we must target the root causes, which lie in the

current system of education. Fundamental to this issue is providing the recipients of education with objective information, as well as equipping students with the knowledge and skills that will allow them to create a future culture of peace and justice. Our plan as presented in this paper suggests one possible course of action to accomplish this goal.

2. Peace Education: Formal and Informal

We are concerned that many of today's educational systems lack the teaching of cultural respect and tolerance. As a result, the achievement of peace and cooperation becomes increasingly elusive. Learned cultural intolerance inevitably perpetuates a culture of violence. Therefore we recognise the necessity to create a program of peace education, which institutes a more tolerant and objective outlook on yesterday, today and tomorrow. We choose peace education as our focal point, because it is responsible for teaching respect, tolerance and human rights. Peace education forms an integral part of all the main topics in the HAP.

Peace education falls into two main categories: formal and informal. Formal peace education relates to schools, universities, and all other academic institutions. Informal peace education could be described as the information which is taught outside of educational institutions, i.e. through the media.

2.a. Programs For The Implementation of Peace Education In Formal Educational Institutions

Our program for peace education involves both the teachers and the recipients of education. Only when both parties are taken into consideration can we begin to move towards a more conscientious population.

There are two ways in which we can incorporate peace education into the education curriculums around the world. The first option is to integrate peace education into the already existing courses. The second option is to add new courses to the curriculum.

2.b. Integration

Peace education can be incorporated into several existing courses such as language and social sciences. History can exemplify how the first approach can be implemented since it

is through history courses that past conflicts are introduced to students and hence are often the source of present tensions. The problem with current history lessons is that, often, students are exposed to information that is only representative of one perspective. As a result the students are not provided with the information which would allow them to develop an independent and critical mind. We believe that the lack of multiple perspectives in the teaching of history often creates stereotypes, perpetuates intolerance and entrenches hatred, which is conducive to violence. In order to prevent this from happening, primary sources (i.e. documents, journals, speeches, photographs) can be used to improve education systems.

Ideally we would advocate the implementation of multi-perspective history into ***all*** schools in every country in the world, but we recognise that it is not always a possibility. Many countries censor certain aspects of history due to the restrictions placed upon freedom of speech there. Due to this unfortunate circumstance, there needs to be an alternative way to allow students in such countries access to information from a wide range of sources.

2.c. Added Courses

If peace education cannot be incorporated into the already existing curriculum, then courses such as "Human Rights Studies", "UN Education" and "Multiculturalism" can be added. The I.B. curriculum's "War and Conflict Studies" course should be encouraged. Our experiences in MUN environments have lead to our greater understanding of multicultural relations. We realise that we are but a privileged minority and feel that an important part of a peace education program would be the expansion of MUN activities, so that they will reach an increasing number of the world's youth. Additionally, simulations can be done within schools in order to promote cultural tolerance.

3. The Role of Teachers in Peace Education

The type of program we would like to see for peace education must focus on the teachers as well as the students. It is the method of teaching as well as the knowledge and skills that teachers have that influence the way students interpret the world. We call for the establishment of teacher training programs, which can educate teachers about the importance of peace education. The content of this program would be comprised of seminars and internet-based learning tools.

3.a. Seminars

We would like to see a continuing series of seminars on peace education, which would take place in regional centres all around the world. These seminars should be available for teachers to attend to learn about how to present an educational program which incorporates peace education as a fundamental component. The skills emphasised in these seminars would be how to teach with a minimum amount of political, religious or ethnic bias. Specifically, these seminars would inform teachers how to present multiple perspectives on a historical debate, to stress the importance of racial tolerance in a global society and to explain the benefits of multicultural education.

In order to present these ideas independently of a national policy, they should be co-ordinated by an NGO with a program for peace education. This NGO would have a group of skilled trainers who can travel around their regions. As well as educating teachers, additional trainers could be recruited to spread the coverage of peace education. Any such NGO should work in conjunction with the Department of Education in the countries where seminars visit. Hopefully, this contact will lead to peace education becoming a core component of all schooling. An NGO which we feel is capable of implementing this program is the Hague Appeal for Peace, which is undertaking a Global Campaign for Peace Education.

3.b. Internet Learning

Any series of seminars will be hampered by logistical and human resource difficulties. In order to deal with this issue, we propose the establishment of an internet training centre for teachers all around the world. This would deal with the same issues as the seminars but would be inexpensive to run as well as being widely accessible. In countries where teachers need a university qualification to teach, this online training might be incorporated into their degree program. The website might include accreditation programs which confirm that the teacher has completed a short course in peace education, as well as online resources to help with presenting the material in an unbiased fashion.

4. Peace Education Through the Media

Although there are currently efforts active around the world to improve peace education in both formal and informal settings, there are alternative ways of bringing this issue to the public's attention which we feel have not been employed to their full potential. Earlier in the action paper, we referred to the more formal structures of peace education, but the effects of these can be increased exponentially by employing other powerful, informal modes of education such as the media.

It is generally known that the influence of the media is unprecedented due to the fact that it is widespread even in the poorest regions of the world. The media therefore has an enormous potential if used correctly. Advertising has the power to influence public opinion and also has an educational value; the average young person is bombarded with 5,000 advertisements in a single day. Therefore advertising can be used to promote the ideas of peace education. We encourage the UN to work together with NGOs and member states in order to raise funds for creating such advertisements. These advertisements should serve as an incentive to encourage the public to research alternative sources of information and hence develop critical media awareness. Besides promoting these aspects of peace education, they should also promote the UN organisation and NGOs, and the role they play in peace education. The advertisements should also include information, such as Internet links, as to where more information can be found concerning these topics. These advertisements could reach the population through television or radio commercials, and printed advertisements in newspapers and magazines.

Keeping in mind that the Internet is taking on a bigger role in the lives of people, especially in western countries, one should aim for similar campaigns within this new and developing medium. The impact which an Internet campaign has on the Global South will increase as information technology spreads to these countries. Besides promoting the aspects of peace education mentioned above, the Internet presents the chance to raise awareness of bias in news reports. We feel that raising this awareness, and encouraging people to research, independently of biased news reports, is another vital component of peace education. A good example of unbiased news information available on the Internet is IndyMedia, which operates a website at www.indymedia.org. Presenting different aspects of the same news item stimulates independent thinking, and this has never been more possible than now on the Internet. The creation of Internet websites and advertising is an effective and relatively low-cost method of reaching a

large population. We have the tools to spread knowledge throughout the world, now all we need is the direction and the determination to realise this goal.

To implement our global strategy for a world-wide campaign for peace education several steps need to be taken. An important part is advocating the introduction of peace education in learning institutions. Letters should be written to persons who have the authority to make a change in the education systems or curricula, i.e. ministries of education, heads of state, principals, boards of directors and superintendents.

Due to the fact that the issue we are working on is a global concern, we are expecting maximum interest from all relevant parties such as NGOs, UNOs and all nations. We encourage the initiation of new education programs such as those mentioned before and support actions already being taken to further peace education.

Other than individual enterprises, the most effective way to make our voice heard is through campaigns. People gathering together around the same big goal reflect the strength of our demand to realise it. Therefore we invite all NGOs, public institutions and each member of the public to contribute to starting campaigns which will promote a world-wide culture of peace.

5. Conclusion

The program for peace education which we have proposed contains core elements which NGO's with a concern for education find common around the world. Many ideas we explored, and suggestions we put forward, are also contained within the Hague Appeal for Peace *Global Campaign for Peace Education*. The THIMUN Youth Assembly feels confident that the HAP has taken the first steps towards achieving our common goal of education with a focus on peace studies.

Now that these first steps have been taken, we submit our request for the United Nations not to let the movement lose momentum. We ask that the UN place priority on supporting the HAP campaign, in order to widen the global impact and success of its work. But we do not abrogate ourselves from responsibility when it comes to taking part in changing the way we can educate the world for peace. The Committee for Peace and Justice of the THIMUN Youth Assembly has

already made a contribution to the Global Campaign for Peace Education by lobbying education officials all over the world to include peace education in their curriculum.

We, the Peace and Justice Committee of the THIMUN Youth Assembly, have already made one step in that direction by each member sending a campaign postcard to all eleven of our respective countries' ministries of education. To facilitate this, they have been requested to also lend their hand in the success of the HAP Global Campaign for Peace. We hope to convince the education systems around the world to place a focus on tolerance and reconciliation, as well as giving the youth a well-rounded and informed view of the world. We feel that the resulting generation of educated youth will undoubtedly have greater respect towards other cultures, a significant step in reducing violence based on ignorance and fear.

The work of 14 young people cannot, however, approach the global impact that UN backing can bring. Therefore, we ask and hope that the leaders of this institution will work with the THIMUN Youth Assembly in making this goal for peace through education a reality.

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ACTION PAPER

1. Introduction

Recognising that children are our hope for the future, we must take action to protect them from disease, harmful substances and other inhibitors to development which would inherently lessen their potential to serve the global community. Across the globe, in every nation of the world, there are children in extreme poverty, without basic amenities or even simple vaccinations which might protect them from easily treated diseases. The atrocious circumstances in which many children live contribute to the contraction of many simple diseases, as well as more serious diseases such as HIV/AIDS. Sadly, 95% of all HIV cases world-wide are found in developing nations. Thus it is the children who have the fewest opportunities and who live in the most abject poverty who are most greatly affected by this epidemic and to whom we must lend our aid.

As a result of the ever increasing number of AIDS cases, the mortality rates of both children and adults have soared, threatening to leave almost 40 million children orphaned by the year 2010. These orphans, left in the wake of the epidemic, often face dangers far greater than any disease. Many are left with no source of income or means to secure an education. Thrust into these circumstances, children often fall prey to drug abuse and other delinquent behaviours which threaten the economic and social development of entire nations. Thus, the solution to the problem of youth today is not a simple one but rather one which requires a multi-faceted approach combining education, prevention and treatment programs. All of these efforts must be coordinated into a single approach so that the greatest aid can be given to the children of tomorrow. Given these grave circumstances, we must approach the problems which the youth of today face with speed and innovation so that we may effectively assure them a bright future.

In this action paper we propose a way to address the above-mentioned problems by the creation of an NGO which should coordinate education and treatment/prevention efforts against AIDS, juvenile delinquency and drug abuse. The ideas and action strategies presented this paper are clearly not ones that this team can take on alone. Our hope is that political and non-governmental agencies will use this paper as an outline for the creation and enactment of a plan which could benefit the youth of the world.

1.a. General Action

In order to combine efforts against HIV/AIDS, drug abuse and juvenile delinquency, a committee bringing together doctors, nurses, psychologists, educators, legal experts and administrative staff should be formed to serve as the coordinating committee for the multi-faceted approaches described below. Because it is not possible to finance a relief program in every nation of the world, it would be necessary for the committee to determine which nations qualify for financial aid and to what degree. The committee should be responsible for:

1) determining the criteria for selection and determination of need;
2) evaluating nations in an effort to determine which nations qualify;
3) contacting qualified nations' governments so that national support is ensured. It is important to note, however, that all nations, regardless of qualification for aid, should be able to access the committee's officials and advisors so that they may follow the committee's approach if they choose to address these problems.

Among others, the committee should be made up of members from the World Health Organisation (WHO), the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the United Nations International Children's Fund (UNICEF), the International Research and Training Institute for the Advancement of Women (INSTRAW), the United Nations Population Fund (UNPF) and private agencies like the International Red Cross. The committee should be called Youth Outreach and Aid (YOA). Field and administrative teams which implement the actions described below should be drawn from this committee and should help to train local volunteers and officials with the consent and aid of national governments so that programs may be perpetuated after the departure of YOA start-up teams. Funding for YOA should come from international aid agencies such as the World Bank (IBRD), the International Monetary Fund (IMF) and the International Finance Corporation (IFC), as well as private and corporate sponsors who see the need for aid to children.

2. Education

2.a. Introduction

Education – an important asset, an eternal asset. Education is a companion when problems arise and a friend that boosts you, encourages you, and supports you in overcoming obstacles and in accomplishing something productive with your life. The ability to learn, to grow, to experience, is an opportunity that every child deserves. The right to an education should cross frontiers and be available regardless of race, sex or economic situation. This Action Paper's main emphasis is on education. Education is the key to opening the door beyond which every child is able to take a stance, is given the opportunity to fight for its rights, is given the chance to choose the right path over the wrong because it understands the consequences of its actions. In many developing countries, HIV/AIDS, drug abuse and juvenile delinquency are health and social problems affecting many youths. In developing nations where poverty, hunger and destitution reign, the focus must be re-concentrated on prevention rather than treatment. Through the promotion of relevant education on sexuality and safe sex, on health and social consequences and on peace and justice, the world can leap forward to a secure future in the hands of the children of today and the leaders of tomorrow.

2.b. Enlisting national government support

To ensure the success of a world-wide education program, it is necessary to enlist the support of local governments. National government agencies would help to divide each nation into natural regions. In soliciting such support, it is imperative that a nation's sovereignty not be threatened. In order to effectively accomplish our goals with the least infringement on national sovereignty, we believe that a partnership must exist between local government agencies and a regional YOA representative who should use the following methods to coordinate YOA and government efforts:

a) facilitating and coordinating YOA relief efforts and local government programs;
b) developing a seminar schedule for each region, all seminars covering the same material regardless of region;
c) working alongside government agencies in order to create an advertising campaign which utilises all forms of local media.

2.c. Teachers and Volunteers

The program should to the greatest extent possible be taught by former drug addicts, HIV/AIDS victims and reformed delinquents. These members of society have a unique ability not only to recite facts but also to relate individual experiences which would more effectively gain the attention of youth. YOA should enlist the services of such men and women through the distribution of pamphlets in local hospitals, half-way houses, etc., as well as through general advertisements in all forms of local media. YOA headquarters in each region should then coordinate and train the volunteers before they are sent to teach the public by the following methods:

a) factual training,
b) the relating of personal experiences with HIV/AIDS, drug use or delinquency,
c) background training in general education.

The regional headquarters should also be used in the evaluation of teachers and in monitoring the program's success. Reports should be submitted to YOA twice a year.

2.d. Seminars

Once educators have finished their training, they should begin teaching at the seminars. Seminars should consists of six-week courses which should travel to schools throughout the region, stopping at each school biannually. The public should also benefit from this program by the availability of seminars in community centres for all those who are interested. Finally, the program should attempt to reach out to those who are already in need through the use of educational videos which should be played in all medical and drug treatment centres. All citizens who seek to utilise the services provided should be required to view this video. The video should contain a short testimonial from a recovered drug addict, an HIV/AIDS victim and a reformed delinquent. A short factual section should also be included.

The travelling seminars should be used merely as a temporary solution to the problem. As the number of educators increases, we should work towards creating permanent postings in each school. This would allow members of society to be in constant contact with

informed educators in the case of necessity. Hopefully, this program would eventually result in the formation of permanent additions to schools' curricula.

2.e. Women and Girls

Because women and young girls still face discrimination in education and job training, special efforts should be made by the YOA teams to provide opportunities for vocational and higher education for women. Many of these opportunities would train women to become a part of YOA's outreach efforts. Some programs might include nursing in the shelters and/or the administration of vaccines. Hopefully, these opportunities would help to keep homeless, poverty-stricken girls off the streets and away from drugs.

2.f. Mission Goals

We believe that the education of youth is imperative to solving the global problems of drug abuse, HIV/AIDS and juvenile delinquency. The possibility of success has been shown in countries such as Malawi, Tanzania and Zimbabwe, which have instituted a curriculum educating minors against the dangers of drugs and means of preventing HIV infection. These successes are indicated by the decreased rate in the spread of HIV. Furthermore, we believe that such actions can be duplicated to combat drug abuse and juvenile delinquency.

3. AIDS

3.a. Introduction

Currently, it is estimated that 5,500 people die of AIDS (Acquired Immune Deficiency Syndrome) every day. This means that 11 people die every minute. Half of these deaths occur in people under the age of 25. AIDS is caused by the HIV virus which attacks the white blood cells of the immune system leading to the body's inability to combat disease. HIV/AIDS is a global epidemic affecting millions, especially in the nations of Africa, South East Asia, Russia, and other poverty stricken areas. In Russia, more than 80,000 cases of HIV have been registered. This number is four times greater than that noted only a year before. Epidemic proportions such as these are a threat to nation's economic and social stability. Because of this threat, the average person receives only $10.00 worth of

nationally funded health care in his/her lifetime. In some nations, doctors have resorted to turning people away, saying "We can't afford to spend money on people that are going to die." However, AIDS is not only a problem for developing nations; even in affluent nations, AIDS has become a serious issue. In the United States alone, 600,000 individuals are estimated to be infected with AIDS. Thus it is important that we view AIDS as a world-wide problem rather than a regional one. After all, every mother can understand the horror of being told to "take it (her baby) home and let it die." (*CNN interactive news online 24/12/00.*)

3.b. Causes

Because the HIV virus can only be contracted through the transfer of blood and/or sexual intercourse, there are relatively few sources of infection. These include accidental or deliberate blood intermixture, unsafe needle usage, unprotected sex, and transfer from mother to unborn child through the placenta or through breast feeding.

3.c. Treatment/Prevention

The above-mentioned causes of infection can be treated and/or prevented by:

a) the distribution of funding for the development of advanced blood screening programs in nations where such programs are not yet in use;
b) the establishment of needle exchange programs, such as the one established in Amsterdam in 1984 to prevent accidental contamination of drug users;
c) the distribution of surgical gloves and bio-hazard containers to hospitals and other medical facilities;
d) the distribution of condoms especially to those at high risk through having multiple partners;
e) the advocacy of abstinence as the only means of protection in nations where the distribution of condoms is not acceptable;
f) the distribution of "drug cocktails" containing drugs such as AZT and other entry inhibitors in order to lower the virus count, thereby minimising the risk of infection for the unborn child;
g) the distribution of formula and other alternative nutrition sources as replacements for breast feeding.

3.d. Realisation of solutions

The above-mentioned treatment plans should be implemented by YOA field teams, following the example of programs such as those of the Médecins du Monde. These teams should be composed of members of affiliated groups and organisations such as the WHO and the International Red Cross. Teams should:

1. establish treatment centres which would:
    a) educate all citizens who utilise services provided by:
        i) explaining the means by which the disease is spread,
        ii) informing the citizens of symptoms such as opportunistic infection which are signified by fevers, sweats, chills, weakness, and loss of weight,
        iii) providing information on the treatment options available;
    b) provide free and confidential HIV testing;
    c) provide psychological counselling for those diagnosed with the virus;
    d) distribute medicines which are known to slow the spread of the virus within the body.
2. train local health officials and support volunteers in the methods used by the treatment centre, so that services may continue following the departure of the YOA team. Start-up funding and some continual funding should be provided through YOA, international monetary organisations such as the IMF, and private investors.

4. Juvenile Delinquency

4.a. Introduction

Throughout the world, juvenile delinquency is an issue which requires immediate action on the part of the local and global communities. We, the THIMUN Youth Assembly, believe that preventive and protective measures, rather than punitive and corrective judicial steps, must be advocated as priorities in dealing with young offenders. The goal of any global entity must be to emphasise the need to help juvenile delinquents in building self-esteem, gaining confidence and reducing hopelessness, thereby establishing the foundations for a responsible adulthood. Furthermore, it is imperative that youth

organisations play a large role in the realisation of these goals, since the youth of the world possesses a unique and insightful understanding of the challenges facing its delinquent peers.

4.b. Causes

In order to prevent juvenile delinquency, it is crucial to first identify its causes. These causes can be loosely categorised into family- or community-based sections. Firstly, the family, being the primary unit of society, lays the fundamental structure of a child's social development. The atmosphere within the family is often substantially reflected in the mentality of the child, placing special emphasis on the relationships between all of its members. The presence of violence often incites familiarisation with that form of expression, desensitising the child to its own feelings as well as to the feelings of others. In addition, emotional destitution within the family suppresses the child's natural instincts of productive communication, leading to a search for other outlets of expression. Early exposure to conditions of such a nature leads the child to believe in the rightfulness of violent means and augments its inclination towards delinquent behaviour. The social conditions in the family also play a substantial role in the emergence of delinquency. An unstable financial condition can lead to poverty, malnutrition and poor living circumstances, forcing the child to seek alternative, illicit sources of income.

Secondly, the community, which is the immediate location of social interaction, is an overwhelming factor in the development of young people. Involvement in the community gives young people both a sense of belonging and of purpose, minimising the desire to seek deviant goals and break the law. A lack of recreational facilities and employment opportunities within a child's environment leads to boredom, inciting a search for alternative activities. In addition, the lack of education, especially illiteracy, limits one's ability to integrate into society, stimulating alienation from one's environment and its standards. The fact that the experience gained in school is fundamental to the development of one's character, relations with one's surroundings and one's attitude to authority emphasises the significance of education. Moreover, peer groups are influential in determining the interests of young people, which at a young age could be swayed in unfavourable directions. A child's perception of violence, largely influenced by the media, is a vital factor in its sensitivity towards crime. Juvenile delinquency is most prominent in

marginal urban settings; therefore, as urbanisation increases, crime rates climb respectively. Finally, a young person's participation in the consumption of harmful drugs and alcohol familiarise him/her with criminal groups, and consequently augment his/her inclination towards criminal activity.

4.c. Treatment/Prevention

We, the THIMUN Youth Assembly, propose the following actions designed to alleviate the burden of juvenile delinquency and to promote the social development of youth.

Action in schools

1. School administrators should implement programs such as tutoring which improve student achievement and help decrease truancy;
2. School administrations should practice clemency in administering punishments such as suspensions and expulsions so as to maintain attendance;
3. After-school activities should be provided in the most extensive range possible in order to:

a) increase youth interest in and attachment to school,
b) discover every student's field of expertise, providing content for leisure time activities;

4. Schools should implement programs discouraging drug and alcohol abuse;
5. Counselling should be provided to help young people deal with problems affecting their well-being;
6. Teachers should promote the concept of students as active participants in schools and not mere objects of education.

Action in the community

1. Regional organisations should endorse the establishment of havens for the local youth, functioning as a safe source of activity;
2. Counselling services and helplines should be available in every community as outlets for juvenile concerns, putting special emphasis on communication without violence;
3. Opportunities to acquire vocational skills and job training should be provided in the community by entities such as businesses, individual volunteers and local organisations;
4. With the belief that it takes a community to raise a child, community members should actively participate in "neighbourhood watch" programs.

Action on national and international levels

1. Governments should provide rural areas with adequate socio-economic opportunities and services to discourage young people from migrating to urban areas;
2. Local authorities should provide assistance in the form of social welfare and information programs with the purpose of:
   a) alleviating the financial burden on impoverished families and consequently maintaining their integrity,
   b) learning about parental roles and obligations concerning child development and care;
3. Temporary, cost-free shelters should be made available for displaced young people;
4. Governments should use the mass media to advocate rights of citizenship and adherence to laws, and to portray the positive contribution of youth to society;
5. The mass media should reduce and regulate television, radio and press content which glorifies violent behaviour;
6. Closer cooperation should be created between local governments and Non-Governmental Organisations in dealing with the global problem of juvenile delinquency;
7. The involvement of youth organisations should be encouraged in these deliberations.

4.d. Improvement of Corrective Measures in Juvenile Delinquency

Facilitation centres must be made available in all countries with the purpose of reforming juvenile delinquents. Reforming these young people will serve as crime prevention as it will deter them from criminal activities in the future. These centres should be coordinated by YOA and should offer the necessary counselling and rehabilitation programs for drug and alcohol abuse. These programs should utilise former drug addicts and delinquents as teachers since they have experienced similar things. As a means of preparing these young people for a healthy integration into society, educational opportunities, including vocational skills, should be provided.

5. Drug Abuse

5.a. Introduction

"The growing trend in abuse and production of psychotropic substances must be reversed.....we must never give in to the human toll illegal drugs are taking on our societies. There are 21 million victims around the world who abuse cocaine and heroin, and 30 million who abuse amphetamine-type stimulants. We cannot ease their suffering, or that of their loved ones, unless we fight this." Secretary-General Kofi Annan, at the opening of the General Assembly's 1998 Special Session on World's Drug Problem

190 million people in the world today use or abuse both legal and illegal drugs; most of these people have not reached the age of 30. These young people, through the abuse of cocaine, alcohol, heroin, amphetamine-based drugs and many other substances, are destroying their lives and the lives of future generations. The potential that dwells inside these young members of our rapidly growing population, is being lost to the possessive addiction that any drug can produce. The problem does not differentiate between classes, societies, cultures, ages or skin colours. It exists in every nation and every people of the world. Almost 2 billion people around the world are under the age of 24; nearly 30 million of these will die prematurely, due in some part to their addiction. Organisations such as World Health Organisation and the United Nations Drug Control Program must be applauded for their earnest efforts, but the problem has become too widespread to allow groups such as these to continue the struggle on their own. Drug abuse is a global problem among the youth of today, and it is not only the responsibility of the governments, but also of every individual, to improve the situation by means of research, communication and legislation, and to strive for a better, safer tomorrow.

5.b. Action

The THIMUN Youth Assembly, in its fervent endeavour to increase the general health situation of youth, acknowledges the fact that drug use has always existed among almost all cultures of the world. Furthermore it does not fail to realise that drug abuse is a man-made problem, which affects especially children and youth, and is thereby also solvable by man. The THIMUN Youth Assembly urges drastic changes in the general attitude towards drugs and their abuse and hopes to severely reduce all damage, whether physical or social.

Incarcerating drug abusers leads in most cases to further grave social problems. The psychological damage done to children growing up without parents can be detrimental. Therefore it should be the responsibility of nations to treat persons, especially parents and children, suffering from addiction and the connected problems through therapy, rather than through incarnation. A study conducted by the *RAND Corporation* in 1994, prepared for the Office for National Drug Policy of the USA, found that every dollar spent on substance-abuse treatment, as opposed to interdiction or domestic enforcement, actually saved the tax payer US$7.46.

With incredibly high rates of incarceration and drug-related juvenile delinquency, the society must not fail to see its own mistakes in terms of attitude. It has so far been hypocritical by condemning every illicit drug, yet tolerating the abuse of legal substances such as alcohol, nicotine and many prescription drugs. This failing can act as a negative "role model" for children and thereby is a serious threat to their future behaviour towards drugs. We propose a better control of advertising and marketing of legal drugs which have been shown to be harmful. In the United States the tobacco industry ruthlessly exploits the image of an independent, attractive and powerful woman in targeting young girls and women with their campaigns.

A special mention of "street children" must be made here, apart from their general bad health situation, they are the most susceptible to substance abuse, especially to solvents and crack (freebase cocaine). In several studies it has been shown that 25%-90% of street children use at least one substance. This clearly points out that children play a major role in the future development of drug policies in order to deter them from further delinquency, which is likely to happen in cases of substance addiction. A positive development in this area also becomes a necessity as diseases like HIV/AIDS, TB and cholera are not only transmitted by insanitary conditions, but specifically by the reuse of needles for drug injection.

The THIMUN Youth Assembly concludes that a drastic change in attitude must occur if drug abuse and its harmful effects, not only of a medical but also of a social nature, are to be stopped.

5.c. Education

In acknowledging that education is one of the most crucial factors, the THIMUN Youth Assembly stresses the involvement of YOA concerning drug education, but also urges nations to take the problem seriously and to take action. The specific education we propose should be directed in a forthright and focused manner to prevent drug abuse and the damage it might cause. It should outline potential physical, psychological and social threats posed by the abuse of substances and, in addition, it should explain society's attitude towards drugs and thereby endorse critical thinking.

5.d. Disease Prevention

Furthermore, to inhibit the spread of aforementioned diseases, the THIMUN Youth Assembly stresses the introduction and continuation of needle exchange programs. Several studies have been made which have found a reduction in HIV/AIDS infections among injecting drug users after needle exchange programs were introduced. The average rate of decrease is 5%-6% per year in areas where needle exchange programs were implemented. It is also important to note that no increase in drug usage was noted after the introduction of needle exchange programs. Not ignoring the need for financial resources for such projects, the UN is urged to provide funding of such programs, as it is a part of a solution to this global problem.

5.e. Media

Recognising the gigantic impact the mass media has on children and youth, the THIMUN Youth Assembly urges the media to raise awareness of drug abuse and to stress the extent of its consequences. Using this form of communication it is possible to reach people who are not acquainted with drug education in school and to change the largely biased and often uninformed point of view which modern society holds. Through YOA's encouragement of local broadcasts we hope to reach the youth in portraying the destructive effects of substance abuse.

5.f. Conclusion

The future of drugs and their use and abuse lies in both the hands of current leaders and in us, the leaders of tomorrow. We must put all our efforts into creating a world free of drug abuse and eliminating the grave dangers connected with it. Life is too precious to be thrown away to a syringe of cocaine and too unique to stunt with a bottle of glue. We are the future and the future is now.

6. Action Paper Conclusion

We are all working towards common goals: the pursuit of happiness, the eradication of poverty and disease and the establishment of peace and justice. No matter what our status, age, colour, sex or religion, we all share a unified ambition. This ambition can be realised if we utilise our pluralism as a tool to create innovative solutions. It is an ambition that can be realised if we learn how to effectively use the qualities of youth, and the benefits of the older generations to produce a revolutionary solution.

As young people, we have the advantage of a visionary and innocent perspective, lacking bias and cynicism. Thus we are able to come up with unprejudiced and original methods to approach the problems the world faces. Combined with the experience and knowledge of our elders, we can formulate and realise our ultimate goal.

In this Action Paper on Health and Social Development we have kept the above-mentioned in mind and have hopefully achieved a plausible solution. The question of health and social development of youth is largely a question of appropriate education in areas which threaten the development of a healthy child. To change the status quo of suppression in developing countries, we must begin to give the issues of HIV infection, drug abuse and juvenile delinquency serious attention. Even elsewhere, in already developed nations, further education can only benefit society. Minute alterations in a school's curriculum to include education in safe sex practices could, for example, cause visible changes in the mortality rate from HIV/AIDS. The awareness created by simple seminars led by former drug addicts or professional health officers has the potential to reform the thinking of young people. These small, realisable solutions are what will make the difference and aid us in creating a better world for our children.

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ACTION PAPER

1. Introduction

Sustainable development is defined as the present generation being able to satisfy its needs and improve its quality of life while safeguarding the ability of future generations to meet their own needs (UNFPA Population Issues Briefing Kit 1999). However, today's development is not sustainable: people are reaping the benefits of the earth, and not keeping in mind the future outcome. We believe the key to solving the problem of unsustainable development is to find a way to maintain the vision of a better world. We need to have a shift in our value system. Less emphasis should be placed on material wealth and more emphasis placed on the well-being of our environment and our economy, as well as on the promotion of social development.

Everyone wishes that the world were a better place, with people who cared and thought ahead. Our vision is one of an improved world, where people will act for the good of humanity before they try to advance their own interests. When we are young, we have a beautiful vision of what the world should be like, and this vision gives us dreams and goals that are pure and moral. As we get older, factors such as divisions between governments and the fear of losing security begin to corrupt these goals, and we lose our vision. People exploit other people to gain short-term profit as opposed to developing future understanding. Sustainable development is all about the dream of improving the world so that the next generation has equal opportunities and fair conditions to live in. We should be learning from the past, looking out for the future, and living in the present. That is our vision.

2. Economic Issues

Economics is a very important area in the matter of achieving sustainable development. The problem with economic thinking is its emphasis on growth as opposed to development. The present emphasis of the neo-classical economic theory is on efficiency. Economic efficiency is generally achieved by concentrating on maximising utility in the consumption stage. Growth includes only an increase in the gross domestic product of a nation, and ignores the other aspects of the nation's progress such as the quality of life of its people and the state of its ecology. What must be realised is that one must go beyond just pure figures and look at the overall state of the nation.

Long-term planning and development must be the driving force behind all economic decisions, keeping in mind the good of all those affected, both directly and indirectly.

2.a. Social Costs from Production of Goods

The world must take into account the actual social cost that comes from producing a particular good or service and not just the cost of production to a particular firm. For example, at present, car prices only reflect the cost of the procurement of the materials, the labour cost, and the capital that is needed to produce the car. This price does not include the indirect costs to society at large. These costs, for example, include an increase in air pollution, an increase in noise pollution, and an increase in the occurrence of traffic jams. Once such costs are taken into consideration, the 'extra price' that is placed on the product can be used towards cleaning up the environment and compensating for other negative effects. A further effect of this action will be that the price of cars to consumers will rise, causing a decrease in non-essential consumption, which is much more efficient for the society in the long term.

'Free goods', such as clean air and the ozone layer, have no price. The absence of price causes them to be exploited without bound. Stringent rules and regulations must be put in place in order to successfully ensure the protection of such environmental systems which are essential to the existence of life.

Regulations which force producers to include the actual social costs into the price of their goods must be put into place on a global scale. Special attention should be paid to firms from the 'North' who switch production to the Less Developed Countries (LDCs) due to the lack of pollution controls in the LDCs.

2.b. Disparity

Today there is a massive disparity between the rich of the world and the poor. Twenty percent of the world's richest control eighty percent of the world's income. What must be done in order to give people, regardless of their 'class', equal opportunities? What is needed to make them care for the environment?

This huge imbalance in people's economic state causes everyone to lose. Equal opportunities must be emphasised. There must be full support for universal primary education and all forms of health care. This will cause society to be more productive and to lead good, healthy lives, and this will bring the whole system to a balance.

2.c. Terms of Trade

At present, developing countries are facing many problems in trying to develop their economies, their terms of trade are deteriorating. As the income of developed countries increases, goods produced by LDCs are worth relatively less since they are primary goods. This causes the quality of life in LDCs to decrease further. In order to move against this tide of decreasing income, LDCs try to diversify their economies to produce secondary goods. This attempt has been severely hampered due to an increase in protectionism in trade and technology. There is also a lack of expertise and a shortage of financial resources exacerbated by this debt.

This problem can be solved by debt relief for the poorest countries, which cannot possibly repay their loans without causing severe difficulties to the lives of their peoples. Programs of structural adjustment should be planned and carried out only by experts who are familiar with the situation in the particular country. In the matter of patents, the regulations should be completely withdrawn in order to help the LDCs.

3. Environmental Issues

The Earth is our home and our body. It seems to us, the youth, that at times this is forgotten: we continue to pollute it with chemical wastes and rob it of its nutrients. Everyone knows how important it is to maintain one's health by taking care of one's body; since the Earth is our body, we should all be taking care of it.

The modern world concentrates only on short-term effects and consumption. We take what we think we need for today, without regard to the needs of either the Earth or its people in the future.

3.a. Loss of agricultural land and the inefficient land use

One of the reasons people are poor is because the land is poor. The land is degraded due to misuse, war and climate change. Agriculture should therefore be one of the things to come first. Our own health depends on the health of the Earth.

Traditional agricultural methods, including the practices of organic bio-diverse farming and rotating cultivation do exist. There is also progress in intermediate technology innovations that could solve the hunger and land problem. However, it appears to be a question of motivation to educate especially the youth on these methods and to dispatch experts from around the world to demonstrate the new innovations.

What consistently and drastically impedes the progress of development are natural hazards, such as drought, corruption in local institutions and governments, and war. This again leads back to the need for motivation and insight and shows the importance of dealing with these factors.

Deforestation and the loss of bio-diversity are also major factors to be taken into consideration in protecting our environment and in promoting sustainable development. Countries must enforce laws and regulations preventing such ecological damage.

It is known that solutions exist which could solve the urgent problems of pollution and fossil fuel depletion. Solutions, such as green taxes, renewable energy systems, conservation technologies and waste management would be supported by decisive, well co-ordinated action in a sustained program. However, hardly, any country or business would find it possible to make these changes on its own, having competitors in foreign markets with lower costs and fewer restrictions.

Humankind has to solve many global problems that are mutually dependent. This is why there is no real chance that they can be solved separately. The need for co-ordinated global scale action is thus becoming more and more urgent. The world cannot be organised environmentally (economically, or socially) as long as there is division. This means that there must be universal planning, possibly imposed through a global environmental organisation and/or through international treaties and agreements. The nature of the problem is that it is not static, and therefore organisations and other systems must be able to respond efficiently and quickly to change. They must be able to grow and to be destroyed if necessary.

4. Social Development

Social development is a key component of sustainable development. In order to make progress socially, the issue of human rights must be addressed.

The rights of human beings include equality, reproductive health, freedom etc. The laws to implement such rights should be present in every country, ensuring that human rights violations are not tolerated, especially with regard to the rights of children and young people.

Equality should always be the basis of social life. Enabling the full participation of people in decision-making processes by total support and encouragement in all areas is one step. International guidelines and measures determined by the UN should also be taken into account, and special attention to the issue should be paid by individual countries.

The rights of the immigrant, the migrant, the displaced, and the refugee, as well as indigenous people young people, and other minorities should be protected to ensure the full functioning of human rights. Violence in all forms must be prevented by the enforcement of the necessary laws. The Creation of employment opportunities for the citizens will very helpful in the prevention of illegal activities and organised crime. This will enable the citizens to contribute to the achievement of the sustainable development objectives. These job opportunities, however, should always be balanced, without leading to any sort of discrimination that impedes the implementation of human rights.

Health issues are one of the problems that humanity faces while working to achieve higher social standards. Therefore countries should provide equal opportunities in terms of access to health facilities for young people. Special educational programs held all around the world for the creation of awareness against the use of drugs must be arranged. Today, in certain parts of the world, one of the obstacles in the way of social development is the spread of sexually transmitted diseases. HIV/AIDS still threatens the social security and future of more than half the population of certain countries. The provision of health opportunities for everyone will assist in bringing the countries up to a sustainable state.

5. Technology

When one thinks about technology and its role in terms of sustainable development, it is clear that there are both tremendous opportunities and threats. Information and Communication Technologies (ICTs) extend our ability to communicate, create and have access to resources globally. Technology is a driving force for change, productivity and innovation. It is also a destroyer of unrenewable resources and a large factor in widening the gap between the rich and the poor. In fact, the majority of the world's population is currently excluded from the digital revolution. According to the BBC online network, more than half of Internet users are from the United States of America despite the fact that they make up just 4.7% of the total world population.

Internet Users world-wide

North America	67%
Europe	21.7%
Asia	17%
South America	3.0%
Africa	0.7%
Middle East	0.5%

Source: Nua Internet Surveys 1998

Our proposed action is to endorse, support and promote programs that aim to close the digital divide, not only by providing access to technology and to relevant training, but also by the creation of affordable and sustainable tools.

6. Education

In looking at the suffering caused by war and the destruction of the environment we see that it is partially caused by the collapse of moral and spiritual values and the glorification material values, such as money. Therefore there is an imbalance between materialistic and idealistic goals. Almost all conflicts can be traced back to this point: humans are exploiting one another, politically and economically. We should not create the problems of unsustainablity by perusing our own materialistic goals. For example, there are agricultural companies in developing countries which in pursuit of markets, do not attempt to prevent the social and environmental devastation that comes with large monocultural farms and certain genetically modified seeds. If we are to be harmonious and thus sustainable in our approach, our value system must be

scrutinised. Our proposal is that education must focus on integrating moral and academic excellence. This refers to a value system which incorporates such values as peace of mind, healthy conduct of the body and of the environment, truth, non-violence and love. A teacher's job is not only to explain, but also to inspire. This value system would provide the basis for all other positive education. Schools which integrate these values into lesson plans and which have had extremely positive results, which already exist.

Courses teaching human values and promoting the participation of youth in the sustainable development process should be added to the curricula. Programs should be made available for the youth to get involved in local and global communities in action projects that will allow them to play a role in understanding in changing the world's future.

An education campaign should also be targeted at companies and, more importantly, the consumer and investor. It should include the philosophy that everything is interconnected and explain that in the long-run their policies will affect their own lives.

6.a. The solution is within ourselves

The individual is part of the society. So if we do not understand ourselves, if we do not know what we are seeking, or the reasons for our fears, or the nature of our desires, and merely transform the outer, which is a projection of the inner, we will not produce a significant alteration or modification in society. Focussing on the individual, who is actually the creator of the problem, is often overlooked during decision-making. We must seek understanding by confronting ourselves, neither condemning nor justifying.

7. Conclusion

In considering the immediate problems of the world, we find that they have deep roots, they are the result of causes that lie within ourselves. So, to solve the immediate problems should we not investigate the deeper problems? The changes needed can seem too vast, too radical for us to set in motion, but it is our actions which turn the wheel of events, which engender conflict or peace, which sow mischief or goodwill.

Perhaps having a vision of what the world should be like in a few years can solve all the current problems. For example, set the date of 2050. In fifty years what can we hope to accomplish? Can

we increase the quality of life of all the people in the world? Can poverty be eradicated for good from the face of the earth? Can starvation be eliminated? Can all of mankind have equal opportunities, regardless of colour, creed or religion?

Above all, the most important aspect of sustainable development is that education and awareness must be emphasised, as well as an appeal made to the inner goodness of people to stop non-essential consumption in the name of greater good for the entire world.

This is more than a hope, dream or vision but a mission, the mission that is ours, the old, the young, the people. Help us build this amazing place. If you believe and we believe then we can convince the world.

If this paper has had inspired ideas or has made you think about things differently it would mean a great deal for us to hear about it! We are dedicated to our vision, and would appreciate your support.

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ACTION PAPER

1. Introduction

We believe that globalisation is defined firstly by an exponentially increasing flow of capital and goods, followed by a constantly rising flow of ideas. Local events have global impacts, and vice versa. Every country is affected by globalisation, yet governments have the possibilities to actively participate in it or to attempt to resist it. Modern globalisation dates back to the end of World War II with the creation of international organisations, yet it has been considerably fostered by the end of the Cold War.

Taking into account the multiple facets of globalisation, we have focused on the following topics: the economy, politics, culture and society, and the environment.

2. The Economy

Economic globalisation results from the expansion of industrial corporations looking for new, cheap resources and new commercial markets. Powerful multinational corporations dominate a huge portion of world trade, especially since the formation of free trade areas. They sometimes have enough power to impact on governments not only as far as their national economy-related decisions are concerned, but inter-governmental relations as well. Their strategy is aimed more at increasing profits than at the cultural, social and environmental impacts of their activities. As a result, we can observe the creation of markets which are unfavourable to small companies, as the price of goods supplied by multinational corporations is often much lower than the local market equilibrium price, because the economies of large-scale production allow them to offer significantly lower prices than local small-scale industries are able to.

Moreover, the income gap between and within developing and developed nations is gradually increasing. We feel that major decisions in the WTO are imposed by a closed lobby of select countries which obviously support their multinationals. Furthermore, interdependence between states is growing and growing as a result of world-wide capital flows and increasing international investments: for example, nowadays a crisis occurring on the New York Stock Exchange will result in a chain-reaction-style international financial crisis. Nowadays, the IMF puts several underdeveloped nations in a dependent position by imposing strict conditions to be fulfilled for receiving financial aid to recover. At the same time, this interdependence lessens the possibility

of new wars breaking out: a country will hesitate to bomb another in which large amounts of capital have been invested.

On a larger scale, a globalised labour market creates more job opportunities for virtually every citizen of today's world, which results in almost every qualified person's chance for a better career but, at the same time, in an extremely high level of competitiveness: highly qualified people in the majority of developed countries face difficulties in finding appropriate jobs because of competition by foreign specialists. By establishing subsidiaries in less developed countries, multinational corporations might significantly raise the level of working conditions there.

The agenda for action to influence world economy-related effects in this era of globalisation should focus on several key challenges, each requiring national and international action. Therefore, the Committee on Globalisation of the THIMUN Youth Assembly calls for a fundamental review and reform of the WTO to ensure that it benefits the poorest people, not the richest companies. There should be no new agreements until past ones have been fairly implemented and their impact fully reviewed. Furthermore, an agreement on foreign investment which promotes the rights of people instead of corporations should be made. It should focus on reducing the gap between rapidly developing countries and the less developed ones.

In order to foster the competitiveness of local industries in less developed countries, ensure fair competition and allow new companies to enter the business world, governments should undertake special action to lessen the administrative, legislative and tax burdens on local industries while ensuring that multinationals do not keep the market completely closed. Moreover, states should encourage local industries to enter the regional and global markets – at the same time – by providing information about investing in other countries, launching start-up funds and stimulating cooperation between chambers of commerce.

Lastly, in order to promote a better understanding of global issues, the youth of the world should be actively involved in the multiple aspects of the phenomenon of globalisation by taking part in an international summit which should be held on an annual basis. Scholarships for the participation of delegates coming from less developed countries should be provided by NGOs, public benefit foundations and, most importantly, multinational corporations. We feel that this can be achieved by convincing them of the importance of including the voice of all the world's young citizens.

3. Politics

With globalisation comes a difficult situation for many countries. In order to be admitted to the global marketplace, certain steps need to be taken and some of the government's traditional powers ceded to intergovernmental organisations (IGOs). Many countries are understandably uncomfortable relinquishing these powers and sovereign rights to others, yet if they refuse, they will be left behind and unable to compete globally as a nation. Often, the less developed countries (LDCs) have their policies dictated to them by the developed world, bilaterally and through IGOs such as the IMF and the International Bank for Reconstruction and Development (IBRD). At the same time, conditions often improve as a result. Occasionally, governments enact policies which are not effective for, or even detrimental to, their citizens, and in such cases, it can benefit the people when the IGOs step in. During the transition stages, the people may have to make some temporary sacrifices in order to allow the country to fall into line with required policies. However, as a result of these sacrifices of both the people and the governments, many improvements in the daily lives of the populations soon become evident as governments enact more responsible policies. In the end, the temporary difficulties that people must cope with lead to an increase in the standard of living, which usually has the effect of and is accompanied by a stronger voice for the people, increased participation in government and a globally minded populace.

Unfortunately, the outcome is not always so thoroughly positive. Policies pressured onto a nation by an IGO or another country, while effective in some cases, can lead to a situation where conditions worsen and new strategies need to be applied. Recognising the need for change will allow IGOs to work together with the country towards a successful outcome. The reason for failures is that the organisations imposing policies take a policy that was successful in one case and impose it wholescale on other countries without tailoring it to their needs.

It is important to consider that, within globalisation, there are two types of regionalization. The first is international regionalization where, in order to survive in the global market economy, neighbouring countries form economic and political alliances. These alliances are usually formed to create a stronger and more competitive force in the global market economy against other, larger nations or economic blocs. Some authority and power is delegated to supra-national organisations and local governments. This delegation of authority gives transnational regionalization, the second type of regionalization, the opportunity to flourish. Small regions in one or more countries are able to co-ordinate their activities, bypassing the bureaucratic red tape

of their national governments. This empowers local governments and allows them to more effectively serve their constituents.

With the globalisation of politics comes a great opportunity for the advancement of a nation's wealth and standard of living. It becomes the responsibility of the nations to work with the IGOs and non-governmental organisations (NGOs) to ensure that the best possible outcome is achieved.

4. Culture and Society

As international capital flows increase, so do cultural exchanges: information, music and images are transmitted all around the globe; the quantity is increasing every day. Globalisation offers the possibility of student exchanges and international programs such as Model United Nations conferences. The students not only learn to co-operate, they also get to know a multitude of cultures and learn from each other.

With regard to information, we can observe that people are becoming more and more informed of their rights and that NGOs are spreading, especially in countries where people cannot rely on their governments. In countries with inefficient democratic structures, people come together in NGOs and question the actions, decisions and laws of their governments. They are not only working for economic solutions but also for cultural and social solutions to help improve the living or working conditions of the citizens. The world-wide explosion of NGOs actually began about thirty years ago, in response to the inter-twined problems posed by poverty, population growth and environmental degradation. Through the work of the NGOs, people can directly influence the decisions which are affecting them and determining their way of living.

We observe an exporting of culture from the developed countries to the developing countries, which even leads to the loss of certain aspects of the original culture; an example is the spreading hegemony of the English language around the world. The youth is the most affected by globalisation, because young people are:

- the easiest to capture, due to their incomplete education with regard to cultural feeling;
- open to technologies, i.e. the Internet and the mass media;
- the easiest to reach by advertising, especially for the big companies.

The youth sees the western way of life as a model for their own way of life and tends to adopt the American one: teenagers around the globe wear western style clothes, listen to western music and watch western films. We can speak of a progressive degeneration of youth due to the loss of their cultural foundations.

The problem concerning the loss of culture nevertheless also extends to the relations between developed countries. The French government, for example, tries to prevent the French culture from being overtaken by the American one, with advertisements and films having to be subtitled and English words being forbidden in current language and replaced by French translations.

As far as the flow of culture from developing to developed countries is concerned, we observe that the exported culture only adds to the culture of the country it is imported into and does not oppress or even suppress it.

We think that NGOs should be more aware of their rights and the potential effects of their actions. Since the NGOs are the direct voice of most citizens, a "more aware" environment can lead to constructive criticism and questioning which would enhance the development of nations. Also, the communication and the cooperation within certain NGOs, either local, regional, national or international, could lead to better solutions. The problems that people are facing may have common denominators, but with some other details. If NGOs discuss these problems in certain platforms, we believe that the process will even get better. This idea leads to the slogan "think locally, act globally." Certain decisions that are taken on international platforms may not be efficiently implemented in the local societies; thus the NGOs have great responsibilities to fill in the gaps between them. An international network of NGOs to discuss certain issues could be very productive. An example of this is the World Water Forum 2000 in The Hague, where representatives from all around the globe came together and discussed relevant issues.

Another important aspect is that government policies which are adopted should not suppress the national culture and heritage of their societies. We want a world to live in with a free market economy, but not a single market with a single social culture. The economic effects of globalisation are enormous and thus the people must adapt to the economic environment. As for cultural aspects, it is obvious that there should not be a single "globalised culture." What we want is for all the people around the globe to learn about their own cultures within their

communities and to share the experiences with others later. We believe that education has to play a great role in order to make people aware of their culture.

Education has nevertheless also a considerable role to play in preparing students for the challenges of the global market. To be competitive, governments have to focus on education at the national level, knowing that globalisation requires highly educated persons. Education and the possibility to handle new technologies are a determining factor in today's world, in order to face, and to take advantage of, globalisation.

5. The Environment

Maintaining environmental stability and following the trend of economic development can be seen as the two sides of a coin: it is not possible to have one without the other. It is apparent around the planet that economic interests are often placed above environmental ones. On the island of Borneo, for example, the orang-utan is being forced into extinction because of the lack of governmental interest in preserving the biological diversity of the region. Cases around the world similar to this one can be found because of the increasing spread of globalisation. The continuous depletion of species around the globe may have only few presently visible effects on our biosphere, but this does not eliminate the possibility that massive repercussions will occur in the near future. Globalisation has also brought many new industries and factories into countries which lack the proper infrastructure to combat large-scale pollution. Furthermore, the countries that have anti-pollution laws are often prone to rampant corruption at all levels of government, rendering the laws ineffective. The detrimental effect of governmental indifference towards the environment is the eventual loss of biological diversity.

On the other hand, globalisation has made it possible for disaster-afflicted nations to seek the help of other nations and international organisations in solving environmental problems. An oil spill anywhere on the globe would elicit a world-wide and immediate response. The effects of globalisation have also raised the awareness of governments and NGOs to the plight of the environment in different nations.

6. Conclusion

These positive and negative aspects of globalisation show us that while the process of globalisation itself can be said to be neither intrinsically good nor bad: it can and does lead to both good and bad outcomes. It is the responsibility of every single person, government, NGO and company to ensure that globalisation is harnessed in the most positive way possible. We believe that with effort, caution, concern, cooperation and a strong desire to improve the lot of all people, globalisation can yield great results in each and every facet of human life.

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As preparation for the THIMUN Youth Delegation to the
World Conference Against Racism, Discrimination, Xenophobia and Related Intolerance
Durban, South Africa
31 August – 7 September 2001

ACTION PAPER

Celebrating Our Common Humanity Through Our Cultural Diversity

1. Introduction

The problem of racism, racial discrimination, xenophobia and related intolerance is one that needs to be addressed on many different levels. In order to combat the problem, we need to determine its root or cause. In that, however, stems the main difficulty with the fight against racial discrimination. Racial discrimination comes in many different forms and has many different causes. At times people do not even realise that their actions can be perceived as racist, while at other times their actions are deliberate and aimed directly at a certain group of people. Racism can occur in the home, the office, the street or in the government. In order to combat racism, we have to realise the fact that if there is an environment that promotes racism, then it is more likely to occur. Therefore, we must create an environment that is not conducive to racism. We have to go about this by informing the public through education, the media and, most importantly, by setting a positive example ourselves. This way we inform people that it is their responsibility to try to create a society that is tolerant and understanding of other peoples' personal liberties, rights, religion and nationality.

What we wish to accomplish is to explain to people exactly what racism is, so that they become aware of their discriminatory actions and will consider the repercussions of these actions before carrying them out. This way we also teach people to recognise racism and discrimination when they see it.

Finally, we must consider that by teaching people how to become more tolerant we are merely giving them the knowledge, but we have no control over the way they choose to use it. Therefore, we hope that we as young people can influence the leaders of the world to make the right decisions and can set an example for future generations.

We have based our work on the agenda of the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, as this Action Paper will be presented at that conference. There are differing views on what is meant by the term 'race'. Scientifically speaking, races do not exist; there is only the human race. Unfortunately, races do exist in people's minds and therefore we could not avoid using the word occasionally, due to the lack of a better one.

1.a. Definition

Racial discrimination is the conscious or sub-conscious act of stereotyping based upon 'race', colour, descent, national or ethnic origin, or religion to the disadvantage of individuals or groups.

1.b. Forms and Expressions

The most prominent expression of racism is abuse. This abuse may emerge in physical, verbal or psychological forms. Other potentially less obvious expressions of racism emerge through government policies, the media, conduct in the workplace, or even censorship of educational material which promotes tolerance. Racism is not only expressed directly, but also indirectly when recognising that there is a problem and then ignoring it. By ignoring the problem you are condoning the action and are indirectly contributing to the problem.

Governments have a considerable effect on their citizens with regard to racial discrimination. Policies which are racist set a political and social climate of intolerance.

1.c. Sources and Causes

Sources of racism and related intolerance can include upbringing, society, media, education, government policy, historical factors and the economic situation.

A child's upbringing will affect his/her racial outlook, thus many children inherit their parents' prejudices.

If society does not condemn racism, it has a higher occurrence rate.

While the widespread development of the media has had many positive effects, it has also made racist ideas more accessible to people globally.

Prejudices and unnecessary acceptance of racism are often born out of lack of effective education.

When government policies promote racism, they set the tone of the political and socio-economic climate.

Historical factors, such as political structures, laws and systems put in place by certain regimes can propagate racism.

The economic structure of a country influences the social order in several ways. We feel that an economy can have multiple effects that might result in racism because social class, wealth and 'race' are closely interlinked. The unequal distribution of wealth often results in racist feelings.

1.d. Victims of racism, racial discrimination and related intolerance

We believe that all people are potentially victims of racism, racial discrimination and related intolerance and that those who are discriminating today may be the victims tomorrow. However, we recognise that those who are more at risk are mostly those who are less able to defend themselves. By this, we do not mean that those discriminated against are inferior, but merely that they might not have the adequate means, such as representation, education, or resources to fight this bigotry.

2. Addressing the problem

The problem of racism can be addressed in different ways. A few of these are: legal prevention, protection, education, conditions and actions.

2.a. Legal Prevention

All member states of the United Nations should sign, ratify and implement the relevant international legal documents of the United Nations, the International Labour Organisation and the United Nations Educational Scientific and Cultural Organisation (UNESCO), especially the International Convention on the Elimination of All Forms of Racial Discrimination. All member states should review their existing laws with regard to racism, racial discrimination and related intolerance and modify them where necessary. All member states are especially encouraged to review their asylum and immigration policies

to make sure that people are being treated equally and fairly. All these laws should comply with United Nations guidelines.

We would like member states to encourage the private sector to maintain and promote moral responsibility to help eradicate all forms of racism, racial discrimination and related intolerance.

2.b. Protection

Protection against racism, racial discrimination and related intolerance can be provided in many different forms. The law enforcers in every member state have the moral obligation to arrest someone for a crime only on the evidence and not on his/her ethnicity. Victims of racism in any form should be able to have access to specialised centres where they can obtain advice on their legal rights and be given shelter. This will ensure that all victims will have the opportunity to be heard even if the law enforcers do not take them seriously. The youth and the media should come together to promote the awareness of these centres to the victims of racism and related intolerance. This could be done by organising public campaigns, radio programs, television broadcasts or whatever means of media is most effective in each particular country. To ensure their independence, these centres ought to be funded either by the United Nations or by independent non-governmental organisations.

We firmly believe that different ethnic groups should learn to live together peacefully. However, immigrants should not be placed in areas that could threaten their security as a result of their ethnicity. Rather, they should be integrated gradually into the new society which they will be part of.

2.c. Education

Education is essential in the fight against racism, racial discrimination, xenophobia and related intolerance. Ignorance breeds prejudice; therefore, the only way to attack the root of the problem is through education. We recommend that states include multi-cultural and human rights education in their school curricula. As a result of this education, students will understand the inhumanity of racism and how to effectively respond to racism. People in power will also be capable of using their status in a progressive and tolerant manner. The

THIMUN Youth Assembly urges governments to promote education which is unbiased and non-partisan. Ideally, member states should promote education up to the age of 16. We strongly encourage all member states to ensure that no schools practise discrimination on the basis of race, colour, descent, national or ethnic origin, or religion. We also request that governments review their national curricula to ensure that there are no prejudices or stereotypes. Furthermore, we recommend the abolition of the practice of censoring educational materials. The youth demands to have access to all viewpoints regarding their country's history.

Education is not only for children. Adults too should have access to education if they require it. The principles of life-long learning and non-formal education have to be promoted, especially in these times of rapid change.

We emphasise the importance of educating teachers and law enforcement personnel on racial tolerance because they are vital in shaping society. We suggest that UNESCO monitors the implementation of all above-mentioned measures regarding education in all member states.

2.d. Conditions and Actions

You can create and implement all the laws in the world, but if a tolerant climate does not exist, racism, racial discrimination and related intolerance will never be eradicated.

For a truly tolerant society to exist, it is imperative that all of its members feel safe.

For example, a feeling of safety can be created through information days or information brochures at the local police station, in which tolerance and justice should be prominent. Through these, police officers can explain that they have had human rights, tolerance and anti-racism programmes incorporated into their education. By doing this, the police might be able to gain the trust especially of minority groups. Racism in prisons and juvenile halls should be taken seriously and eradicated. This can be achieved through special integration programmes within the prisons and specific education for the prison guards. Representatives of the centres mentioned in 2b above should be entitled to hear the complaints of prisoners and to make recommendations to the controlling authorities of a prison with regard to the regrouping or relocation of prisoners if necessary.

Another form of safety might be the security of a job and income. Therefore, member states should have active employment policies and try to create jobs. A certain level of welfare, for example, in cases of chronic ill health, unemployment or retirement is needed to give people a feeling of safety.

A third form of safety is through adequate representation in government. In countries where the people are inadequately represented, they might feel ignored, unheard or unimportant, and this could incite hatred of and resentment towards those who are perceived as being more adequately dealt with.

In this way people will feel more secure which will lead to less xenophobia.

Local initiatives to combat racism should be supported and encouraged by municipalities. Member states should work together with NGOs, the media and the private sector to eradicate racism with projects such as public awareness campaigns, workshops or town hall meetings. We recommend that they use celebrities and victims of racial discrimination in their campaigns to spread the message of tolerance. To fight xenophobia, member states should establish a program which enables young asylum-seekers to visit schools and talk to their peers about their history, culture, feelings and fears.

Music and sports are some of the most important instruments in building bridges between different groups and in creating tolerance. Therefore, it would be effective to combine music festivals or sports events with anti-racist campaigns. Member states should also encourage multicultural summer camps for the youth in which understanding and tolerance can be achieved through interaction between the various groups. Another way of creating more understanding could be through the organisation of exchange programs for young people from different parts of the world.

We would like member states to encourage the private sector to maintain and promote moral responsibility to help eradicate all forms of racism, racial discrimination and related intolerance. We further encourage Internet servers, providers and online companies to refrain from hosting sites which promote racist messages and to promote software that limits access to these sites.

We, the youth, urge the media to accept the responsibility associated with their important role in the public eye and not to exploit their influence. Furthermore, we believe that politicians, who are leaders in today's society, should set a high moral standard for others to follow. Therefore they should take an active stance against racism.

3. Conclusion

Racism is not an opinion, racism is an unjustifiable and dangerous form of ignorance that breeds crime. It is a problem which the youth of this world is determined to eradicate from modern and future societies. We have no illusions about its being an easy battle, but we strongly believe that it is an achievable goal. This Action Paper will hopefully bring awareness to the people of the world about this problem and be the first of many steps towards a truly tolerant and ethnically diverse world.

"Bigotry, hatred, prejudice – these are the ugly symptoms of a sickness humanity has always and everywhere suffered. Racism can, will and must be defeated."

Kofi Annan, Secretary General of the United Nations

NATIONALITY AND COUNTRY OF RESIDENCE SURVEY
THIMUN YOUTH ASSEMBLY 2001

In the first Annual Session of the THIMUN Youth Assembly a total of 72 young people took part. The participants came from 30 countries and have 31 different nationalities. The participants divide into 34 men and 38 women. Their national representations were as follows:

THIMUN Youth Assembly 2001 Nationality Survey	
Armenia	1
Australia	1
Austria	2
Belgium	1
Brazil	2
Canada	4
Colombia	1
Croatia	1
Cypriot	1
Denmark	2
France	1
Germany	7
Ghana	1
Greece	1
India	1
Ireland	2
Libya	1
Malaysia	1
Mauritania	1
Mexico	5
Netherlands	6
New Zealand	3
Nigeria	3
Pakistan	1
Russia	2
South Africa	1
Spain	1
Turkey	4
United Kingdom	1
United States	12
Zimbabwe	1
Different Nationalities:	**31**

THIMUN Youth Assembly 2001 Country of Residence Survey	
Armenia	1
Australia	1
Belgium	1
Brazil	2
Canada	2
China	1
Cypriot	1
Denmark	1
Egypt	2
Finland	1
Germany	8
Ghana	1
Greece	1
Ireland	2
Italy	1
Kuwait	1
Mauritania	1
Mexico	3
Netherlands	9
Netherlands Antilles	3
New Zealand	3
Nigeria	3
Russia	3
South Africa	1
Switzerland	2
Turkey	7
United Arab Emirates	2
United Kingdom	2
United States	5
Zimbabwe	1
Different Countries:	**30**

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